

**GRADE 3**  
**CA Reading/Language Arts Framework:**  
Content Standards that apply to students with Specific Language Impairments  
**GOALS/MEASURES OF PROGRESS**

**READING**

**3.1.0 Word Analysis, Fluency and Systematic Vocabulary Development**

Vocabulary and Concept Development:

**3.1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words.**

*By (annual IEP date), (name) will understand the meaning of curriculum-relevant antonyms, synonyms, homophones, and homographs as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will understand the definition of antonyms, synonyms, homophones, and homographs as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period), (name) will identify antonyms, synonyms, homophones, and homographs found in grade level curriculum-relevant materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

**3.1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog /mammal/animal/living things).**

*By (annual IEP date), when given words from curriculum-relevant texts and materials, (name) will list words in order from specific to general as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), when given three related words, (name) will list the words in order of most general to most specific to general as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period), when given four related words, (name) will list the words in order of most general to most specific to general as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

**3.1.6 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.**

*By (annual IEP date), (name) will explain the meaning of prefixed and suffixed words from curriculum-relevant text and materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period, (name) will explain the meaning of prefixed words from curriculum-relevant text and materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period), (name) will explain the meaning of suffixed words from curriculum-relevant text and materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

### **3.3.0 Reading Comprehension**

#### Comprehension and Analysis of Grade-Level-Appropriate Text

#### **3.2.2 Ask questions and support answers by connecting prior knowledge with literal and inferential information found in text.**

*By (annual IEP date), (name) will ask questions and support answers by connecting prior knowledge with literal and inferential information from curriculum-relevant text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will brainstorm prior knowledge about information contained in a text and develop questions to be supported by reading the text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period), (name) will support answers to questions asked about a text by locating the information in the text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

#### **3. 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or use a game board).**

*By (annual IEP date), (name) will follow multiple steps of written instructions by demonstrating an understanding of the “instruction words” (rewrite, identify, draw a line under, divide, study, create ,etc) used in classroom curriculum materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will identify “instruction words” in classroom curriculum materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period, (name) will define the meaning of “instruction words” in classroom curriculum materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

## WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

### 3. 1.0 Written and Oral English Language Conventions

#### Sentence Structure

#### **3.1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.**

*By (annual IEP date), (name) will understand and use a variety of sentence types (declarative, interrogative, imperative and exclamatory) required in classroom speaking and writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will understand the different meanings of each sentence type (declarative, interrogative, imperative and exclamatory) as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period), (name) will use appropriate type of sentence (depending on context) in speaking and writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

#### Grammar

#### **3.1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.**

*By (annual IEP date), (name) will identify and use subjects and verbs, pronouns, adjectives, compound words and articles in classroom speaking and writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will identify subject-verb agreement in curriculum materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period), (name) will identify pronouns, adjectives, compound words and articles in curriculum materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

#### **3.1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.**

*By (annual IEP date), (name) will identify and use past, present and future verb tenses in classroom speaking and writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will identify past, present and future verb tenses in writing tasks using a verb conjunction chart for visual support as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will use correct past, present and future verb tenses in speaking tasks using simple visual supports as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

### **3.1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.**

*By (annual IEP date), (name) will identify and use subjects and verbs when speaking and writing simple sentences in the classroom as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will identify and use subjects and verbs in writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period), (name) will identify and use subjects and verbs in speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

## **LISTENING AND SPEAKING**

### **3.1.0 Listening and Speaking Strategies**

#### Comprehension

#### **3.1.1 Retell, paraphrase, and explain what has been said by a speaker.**

*By (annual IEP date), (name) will retell and paraphrase story or personal experience related by speaker using appropriate sequence and including important facts and details as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will use a graphic organizer to aid in determining main idea and important facts/details from a speaker presentation as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period), (name) will use a graphic organizer to retell what speaker has said in correct sequence as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

#### **3.1.2. Connect and relate prior experiences, insights, and ideas to those of a speaker.**

*By (annual IEP date), (name) will connect and relate prior experiences, insights and ideas to those of a speaker during group discussions about classroom topics as measured by a (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will connect prior experiences to the speaker's topic during a group brainstorming as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will questions related to prior experience and speaker's topic as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

### **3.1.3 Respond to questions with appropriate elaboration.**

*By (annual IEP date), (name) will respond to /wh/ questions with appropriate elaboration in classroom tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will respond to who, what, when, where questions related to curriculum-relevant topics as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period), (name) will respond to how and why questions related to curriculum relevant topics as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

### Organization and Delivery of Oral Communication

### **3.1.5 Organize ideas chronologically or around major points of information.**

*By (annual IEP date), (name) will use oral communication that is organized sequentially or based on main ideas in classroom tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will complete a sequential or main ideas graphic organizer to plan an oral presentation as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period), (name) will present an oral presentation that is organized sequentially or based on main ideas on using a graphic organizer as visual support as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

### **3.1.6 Provide a beginning, middle & end, including concrete details that develop central idea.**

*By (annual IEP date), (name) will provide a beginning, middle, and end, including concrete details about a topic to support a central idea in classroom tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will identify the concrete details of a topic and complete a main idea/detail graphic organizer as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period), (name) will identity beginning, middle, end of a topic and complete a sequential graphic organizer as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

**3.1.7 Use clear and specific vocabulary to communicate ideas and establish tone.**

*By (annual IEP date), (name) will use clear and specific vocabulary in classroom speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will indicate when a cue (i.e., "What does the word start with?" or "Can you give me two choices?"), is needed to aid in word retrieval during speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period), (name) will ask for a cue \_\_\_% of the time to aid in word retrieval during speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

**3.1.9 Read prose and poetry aloud with fluency, rhythm, and pace; and use appropriate intonation and vocal patterns to emphasize important passages of the text being read.**

*By (annual IEP date), (name) will maintain appropriate voice (pitch, volume, prosody and quality) when reading a curriculum-relevant prose and poetry in the classroom as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will identify appropriate/inappropriate voice, when given a \_\_\_ minute tape of his/her oral reading of poetry or prose as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period), (name) will use appropriate voice at the sentence level, when orally reading poetry or prose selections as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

**3.2.0. Speaking Application (Genres and their Characteristics).**

Using Grade 3 speaking strategies outlined in Listening & Speaking Standard 1.0, students:

**3.2.1 Make brief narrative presentations:**

- a. Provide a context for an incident that is the subject of the presentation.**
- b. Provide insight into why the selected incident is memorable.**
- c. Include well-chosen details to develop character, setting, and plot.**

*By (annual IEP date), (name) will make brief narrative presentations that include context, insights and details as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name) will identify the context for an incident that is the subject of an oral presentation as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*
- *By (date of marking period), (name) will tell why the selected incident is memorable as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*

- *By (date of marking period), (name), will make a brief narrative that includes details to develop characters, setting and plot as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts.)*